CRT Performance Level Descriptors

The Performance Level Descriptors below describe students' knowledge, skills, and abilities in a content area. These descriptions provide a picture or profile of student achievement at the four performance levels: **Advanced**, **Proficient**, **Nearing Proficiency**, and **Novice**.

Advanced

This level denotes superior performance.

Proficient

This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency

This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.

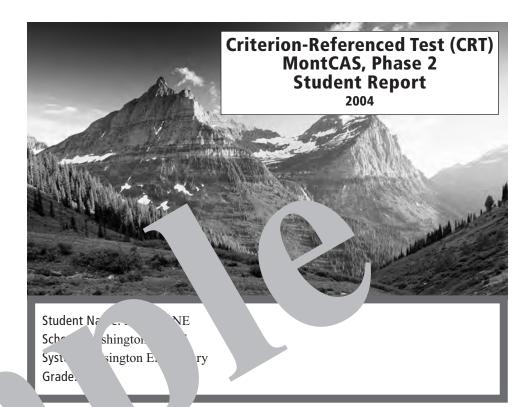
Novice

This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Score Ranges								
		Reading	Mathematics					
	Advanced	(283-300)	(286-300)					
	Proficient	(250-282)	(250-285)					
	Nearing Proficiency	(225-249)	(225-249)					
	Novice	(200-224)	(200-224)					

Judy, care semi vector 406-444 56 isnow@sta .mt.us





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his report as the results of the first year of the Montana Comprehensive erion-Referenced Test (CRT) that your child took last spring.

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It is to provide schools with solid information to evaluate and instruction to help all students meet Montana's reading and mathematics standards. This report provides important information about your child's performance on the assessment, along with state results.

The CRT contains multiple-choice and short-answer questions. The test measures a student's knowledge of subject matter identified in the Montana State Standards for Reading and Mathematics. Your child's results in reading and mathematics are reported in one of four performance levels. These performance levels are defined on the back cover of this report.

It is important to remember that the CRT is just one measure of your child's academic progress. Your local school staff can provide further information about your child's performance in school. The CRT, which is required by the No Child Left Behind Act, is part of an ongoing statewide educational improvement process. Working together, we can ensure that Montana's children continue to receive a high-quality education.

Sincerely,

Linda McCulloch Montana Superintendent of Public Instruction

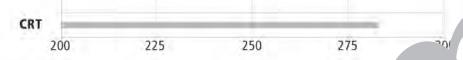
Scaled Scores on the CRT

The criterion-referenced test (CRT) was designed to measure student performance against the learning goals described in the Montana Content Standards (http://www.opi.state.mt.us/standards/index.html). Consistent with this purpose, results on the CRT are reported in terms of performance levels that describe student performance in relation to the established state standards. There are four performance levels: Advanced, Proficient, Nearing Proficiency, and Novice. Your child's performance levels in reading and mathematics are based on a total scaled score in each content area. Scaled scores in each content area range from 200 to 300. Your child's performance levels, based on the scaled scores, are shown in the bar graphs below.

Scaled Scores

STUDENT RESULTS FOR READING

Performance Level: Advanced Student Scaled Score: 283



STUDENT RESULTS FOR MATHEMATICS

Performance Level: Nearing Proficiency

Student Scaled Score: 229



Scores on montana tent dards

In addition to performance levels, CRT results a in reading and mathematics. Inlike scaled scor which provide a total performance level score, Montana Content Stand. Scores progret more specific information about your child's achievement on the CRT. In the following page shows your child's performance in each area of study athin subject areas (Montana Content Standards for reading and math). These results can be used to show your child's relative strengths or weaknesses.

Contact your student's school for more information about the following symbols:

† Student did not complete the assessment. † Student did not participate in reading or mathematics.

formation fi ces, and co. e meir s in ways a e for rposes and s.	9	-89	68	
Ma . Standards				
. Problem Solving	7	57	57	9
. Numbers and Operations	14	57	60	9
. Algebra	6	83	68	2
. Geometry	11	45	64	£
. Measurement	7	29	57	2
. Data Analysis, Statistics, and Probability	13	62	71	9
Patterns, Relations, and Functions	6	83	56	9
Percentage of points State per earned by student of points				1

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Scores on Montana Standards

Reading Standards

1. Students construct meaning as

respond to what they read.

2. Students apply a range of skill

3. Students set goals, monitor, and

respond + or canding

evaluate their reading progress.

rariety of

and strategies to read.

4. Students select

mat

purpo.

they comprehend, interpret, and

Percentage of Points Earned

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